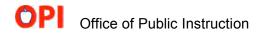
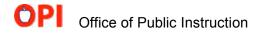
Term/Phrase	Definition	Source	Governing Entity
Educational Program	A set of educational offerings designed to meet the program area standards contained in the accreditation standards.	<u>SB 152, Section 3</u>	Montana Legislature
	The accreditation standards define the Basic Education Program for elementary, middle grades, and high school.	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	Board of Public Education
Accreditation Standards	Standards of accreditation for all schools are adopted by the Board of Public Education upon recommendation of the superintendent of public instruction. The standards of accreditation define the conditions under which each elementary school, middle school, junior high school, and high school operates.	Sections 20-7-101 to 111, MCA	Montana Legislature
	The term refers to the body of administrative rule governing: Content and Performance Standards Program Area Standards General Provisions School Leadership Educational Opportunity Academic Requirements School Facilities and Records Student Assessment	Administrative Rules of Montana, Title 10, Chapters 54 and 55.	Board of Public Education
Students with Special Needs	Students with special needs include: A child with a disability An at-risk student A student with limited English proficiency	SB 152, Section 2 ARM 10.55.803 Learner Access uses the phrase	Montana Legislature Board of Public Education
Child with a disability	 A child who is qualified for services under 29 USC 794; and Gifted and talented children A student who has been evaluated in	"students in need of special services." Section 20-7-401, MCA	Montana Legislature
Cilia with a disability	A student who has been evaluated in	SECTION 20-1-401, IVICA	Montana Legislature

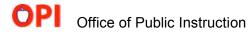


	accordance with the regulations of the Individuals with Disabilities Education Act (IDEA) as having a disability and who because of the disability needs special education and related services.	20 USC 1401(3) 34 CFR 300.7 ARM 10.16.3007 ARM. 10.60.103	US Congress and federal executive branch agencies Supt of Public Instruction Board of Public Education
At-risk student	Any student who is affected by environmental conditions that negatively impact the student's performance or threaten a student's likelihood of promotion or graduation.	SB 152, Section 3 (amending 20-1-101, MCA)	Montana Legislature
	******* There is a range of factors that characterize atrisk students, some related to personality, other related to community and school. Risk factors might include: Chemically dependency	ARM 10.55.803 Learner Access uses the term "atrisk" but does not define it.	Board of Public Education
	 Social and emotional behavior disorders Homelessness Pregnancy Low socioeconomic status Foster or other out-of-home care Neglect or delinquency Adjudication, incarceration or institutionalization Ethnic or racial minority status High-mobility Disaffection with school or society 	Each school district sets its own criteria for determining if a student is at-risk.	Local Board of Trustees
	Under the No Child Left Behind Act, the term	No Child Left Behind Act	



	"at-risk", when used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.	20 USC 6472 (2)	
Student with Limited English Proficiency	A student is considered to be limited English proficient: • Who was not born in the United States or whose native language is a language other than English; who is an American Indian or Alaskan Native, or a native of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and • Whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.	No Child Left Behind Act, 20 USC 6811 et seq.	US Congress and federal executive branch agencies
A child who is	Eligibility under Section 504 requires that the	Section 504 of the	US Congress and federal

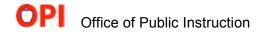
qualified for services	student	Rehabilitation Act	executive branch agencies
under 29 USC 794	 has a physical or mental impairment 	29 USC 794	
	which substantially limits one or more		
	of the student's major life activities,		
	 has a record of such an impairment, or 		
	 is regarded as having such an 		
	impairment.		
Gifted and Talented	Section 20-7-901 defines "Gifted and talented	Section 20-7-901, MCA	Montana Legislature
Student	children" as children of outstanding abilities		
	who are capable of high performance and	ARM 10.55.804 Gifted and	Board of Public Education
	require differentiated educational programs	<u>Talented</u>	
	beyond those normally offered in public		
	schools in order to fully achieve their potential	ARM 10.55.803 Learner	
	contribution to self and society. The children	Access	
	so identified include those with demonstrated		
	achievement or potential ability in a variety of	Each school district sets its	Local Board of Trustees
	worthwhile human endeavors.	own criteria for determining	
		if a student is gifted.	
Programs to	Programs which provide Montana students	Article X, section (1)(2)	Montana Constitution
implement Article X,	with the opportunity to learn about its native		
section (1)(2), of the	people in a culturally responsive manner in	<u>20-1-501, MCA</u>	Montana Legislature
Montana constitution	accordance with 20-1-501. The term includes	<u>20-1-502, MCA</u>	
and Title 20	programs to prepare teachers to teach about	<u>20-1-503, MCA</u>	
	American Indians in an authentic historical and		
	contemporary manner and/or provide students	Funding provided in HB 2	
	with a culturally responsive curriculum that	(L.2005) will assist with the	
	relies on a positive disposition toward the	development of	
	broad spectrum of American Indian students in	instructional materials and	
	Montana.	professional development	
		opportunities for educators	
		ARM 10.55.603	Board of Public Education
		ARM 10.55.701	
		ARM 10.55.803	
		ARM 10.55.1033	
Qualified Teacher	An educator who is licensed and endorsed in	Montana's definition as	Superintendent of Public



Qualified Administrator	the areas in which the educator teaches or serves in an administrative capacity.	submitted to the US Department of Education under the No Child Left Behind Act	Instruction Board of Public Education
	The Board of Public Education establishes the necessary qualifications for licensure and endorsements. To be licensed an educator	Chapter 57, Administrative Rules of Montana	
	must successfully complete a professional educator preparation program to obtain the knowledge, skills and dispositions required for licensure in Montana. Educators are required to update their knowledge, skills and dispositions by meeting the BPE requirements for continuing education and renewal credits.	Chapter 58, Administrative Rules of Montana	Board of Public Education
	Montana law establishes the qualifications for education licensure, including a bachelor's degree and completion of a teacher education program. The law also provides the classifications of teacher certificates, term of certificates, fees, and conditions for suspension revocation or denial of a certificate.	Section 20-4-104, MCA through Section 20-4-110, MCA	
Facilities	The accreditation standards require schools facilities to be constructed, maintained and supervised in accordance with all applicable local, state and national codes, regulations, and laws. School facilities must be of sufficient size and arrangement to meet all programs' educational goals, pleasant and reasonably safe for the conduct of educational and extracurricular activities, and meet federal accessibility standards.	ARM 10.55.908	Board of Public Education
	State statute establishes criteria that school	Section 20-6-621, MCA	Montana Legislature

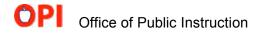
	trustees must meet for selecting a site for a school building or other building of the district. Montana law also requires that school district buildings comply with all applicable building codes. The School Accounting Manual, Chart of Accounts, instructs school to use the following definitions in recording expenditures: Operation and Maintenance of Plant Services are those activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings and equipment in effective working condition and state of repair. This includes activities of maintaining safety in buildings, on the ground, and in the vicinity of schools. Facilities Acquisition and Construction Services are those activities concerned with the acquisition of land and buildings; remodeling buildings; the construction of buildings and additions to buildings; initial installation or extension of service systems and other built-in equipment; and improvement to sites.	School Accounting Manual. Chart of Accounts, Expenditure Function Definitions	Superintendent of Public Instruction
Onsite distance learning technologies	The accreditation standards authorize a school to receive and/or provide distance, online, and technology delivered learning programs which meet the learner expectations adopted by the school district or are aligned with the state content and performance standards. ARM 10.55.907 establishes the requirements for	ARM 10.55.907	Board of Public Education

	distance learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.		
Transportation Pursuant to Title 20, Chapter 10	Student transportation services in Title 20, Chapter 10 refer to the activities required to transport a student to and from school.	Title 20, Chapter 10, MCA	Montana Legislature
	The Board of Public Education establishes rules for transportation services that govern bus driver qualifications and minimum standards for school buses.	Title 10, Chapter 64 Administrative Rules of Montana	Board of Public Education
Assess and track student achievement	Assessment - The process of gathering information about student learning and using the information to provide effective instruction and plan effective programs.	ARM 10.56.101	Board of Public Education
	The Board of Public Education requires a single system of state level assessments approved by the Board. The board requires assessments in grades 4, 8, and 11 in Language Arts, Reading, Mathematics, Social Studies and Science, using the Iowa Tests, which are norm-referenced tests.		
	NCLB requires a state assessment aligned to state content standards. Currently, students in grades 4, 8, and 10 are tested in Reading and Mathematics using a criterion-referenced test developed by Measured Progress, Inc. By the spring of 2008, students in grades 3-8 and grade 10 will be tested in Reading, Mathematics, and Science.	No Child Left Behind Act, 20 USC 6491	US Congress and federal executive branch agencies



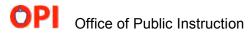
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	Both assessments provide information about		
	the academic achievement of individual		
	students and the effectiveness of educational		
	programs.		
Board of Public	A constitutionally established board with the	Montana Constitution	Montana Constitution
Education	power to exercise general supervision over the	Article X, Section 9	
	public school system. The board consists of		
	seven members appointed by the governor,	Section 20-2-121, MCA	Montana Legislature
	and confirmed by the senate, to overlapping 7-		
	year terms. The governor, commissioner of		
	higher education, and the state superintendent		
	of public instruction are ex-officio non-voting		
	members of the board of public education.		
Individualized	A written statement for each child with a	Individuals with Disabilities	US Congress and federal
Education Program	disability, eligible under the Individuals with	Education Act (IDEA)	executive branch agencies
(IEP)	Disabilities Education Act, that is developed,	20 USC 1400	3
, ,	reviewed and revised periodically and that		
	includes:	34 CFR 300.340	
	 A statement of the child's present 		
	levels of academic and functional performance		
	including how the child's disability affects		
	involvement and progress in the general		
	curriculum and for children who take alternate		
	assessments aligned to alternate achievement		
	standards, a description of benchmarks or		
	short-term objectives		
	A statement of measurable annual		
	goals, including academic and functional goals		
	A description of how the child's		
	progress toward meeting the annual goals will		
	be measured and when periodic reports on the		
	progress the child is making will be provided		
	A statement of special education and		
	related services and supplementary aids and		
	services, based on peer-reviewed research, to		
	services, based on peer-reviewed research, to		

	the extent possible, to be provided to the child or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child • An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom • A statement of any individual appropriate accommodations that are necessary to measure the academic and functional performance of the child on state and district-wide assessments • The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications • A statement of appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and a statement of transition services, including courses of study, needed to assist the child in reaching those goals		
Needs of American Indian students	The accreditation standards require the board of trustees to develop and implement processes for assessing the educational needs of its students. In developing curricula in all program areas, the board of trustees must: • provide learning experiences matched to students' interests, readiness, and learning style; • take into account individual and cultural diversity and differences among	ARM 10.55.803 Learner Access	Board of Public Education Local Board of Trustees



learners. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups; develop an understanding of the values and contributions of Montana's American Indians for all students; provide learning resources that are culturally relevant, inclusive, and current: provide opportunities for individual selfdirection and decision making; provide equal access to learning resources, including technology; provide instructional materials which are sequential and compatible with previous and future offerings; provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and identify, using the school's own criteria, students who may be at risk or in need of special services. ****** The needs of American Indian students include teachers to teach about American Indians in an authentic historical and contemporary manner and programs which provide students with a culturally responsive curriculum that relies on a positive disposition toward the broad spectrum of American Indian students in Montana.

Isolated schools with	Montana law defines an "isolated school" as	Section 20-9-302, MCA	Montana Legislature
low population density	any elementary school that has 10 or more	<u> </u>	mornana zogrenataro
	students or any high school that has 25 or		
	more students. When a school has fewer		
	students than the respective threshold for		
	elementary or high school, the county		
	superintendent must submit an application to		
	the board of county commissioners, which		
	approves or disapproves the application for		
	isolation status based on rules established by		
	the Superintendent of Public Instruction.	ARM 10.30.102	Supt of Public Instruction
	Montana law classifies school districts, based	Section 20-6-201, MCA	
	on population, as first class, second class and	Section 20-9-301, MCA	
	third class districts. These classifications are		
	used to determine the number of school		
	trustee positions for the district.		
	T. N	National Center for	
	The National Center for Education Statistics	Education Statistics,	US Department of
	has developed a set of Locale Codes that	Locale Codes	Education
	categorize school districts based on the population density of the area in which the		
	school district is located. NCES uses 8		
	categories for Locale Codes. Locale Codes 7		
	and 8 are designated as rural.		
	and a solghated as farall		
	Suggested definition:		
	Isolated schools that are classified as Locale		
	Codes 7 and 8 are considered isolated schools		
	with low population density.		
Urban schools with	The National Center for Education Statistics	National Center for	US Department of
high population	has developed a set of Locale Codes that	Education Statistics,	Education
density	categorize school districts based on the	Locale Codes	
	population density of the area in which the school district is located. NCES uses 8		
	categories for Locale Codes. Locale codes 1		



through 5 are designated as urban.	
Suggested definition: Schools that are classified as Locale Codes 1 through 5 are urban schools with high population density.	

This document is available on the OPI website at: http://www.opi.state.mt.us/pdf/superintendent/KeyWordsQualityDef.pdf